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ABSTRACT

A review is provided of the American Sign Language (ASL) program at Suffolk Community College (SCC), in New York. Following definitions of program terms and historical information, the educational and career goals of the program are discussed and the curricula are described for the two sequences of the program, Interpreter for the Deaf and ASL Studies. Information on students is then provided, including enrollment trends; student characteristics; performance and persistence rates; and data from 1994 surveys of students, graduates, employers and fieldsite supervisors regarding strengths and weaknesses of curricula. This section indicates that 26 students are currently enrolled; 93.3% of the students are female; the program has shown a 57% persistence rate since fall 1933, conferring 119 degrees; student comments indicated that course materials were not always consistent and that ASL structure was not always adhered to; and while all employers indicated they would continue to hire program graduates, fieldsite supervisors gave mixed responses regarding program quality. The next sections cover program resources and staffing, indicating that there is one full-time faculty member and no full-time faculty qualified to teach English to ASL interpretation. Finally, recommendations are presented based on the program review, including: (1) add a full-time faculty member for the interpreter sequence; (2) establish and adhere to program admission standards; (3) define qualifications/expectations of clinical fieldsite supervisors; (4) reduce class sizes; and (5) purchase additional videos and other support materials. Appendixes include lists of interpreter employers, ASL curricula, questionnaires, and library resources. (KP)

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AMERICAN SIGN LANGUAGE PROGRAM REVIEW

AUGUST 1994

SUFFOLK COMMUNITY COLLEGE
HEALTH CAREERS
533 COLLEGE ROAD
SELDEN, NY 11784

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INTRODUCTION

The American Sign Language Curriculum (341) is comprised of two sequences: Interpreter for the Deaf (341-1) and American Sign Language Studies (341-2).

Operational Definitions

The term "interpreters" will refer to sign language interpreters. An interpreter should be able to perform one or both of the performance requirements of interpreting and transliterating according to the guidelines set by the Registry of Interpreters for the Deaf (RID).

> **INTERPRETING** from Spoken English to American Sign Language (ASL) and from ASL to spoken English is a process by which an interpreter relays/transmits another person's spoken message into ASL or a Deaf person's signed message into spoken English.
>
> **TRANSLITERATING** from spoken English to signed English is a near verbatim presentation of another person's spoken message into a signed approximation of English, or a Deaf person's signed approximation of English into spoken English.

Historical Perspective

In the United States the concept of interpreting as a unique communicative service to Deaf people dates back to the beginning of education of the Deaf in 1817 when the first permanent American

school for the Deaf was established by Thomas H. Gallaudet, Laurent Clerc, and Dr. Mason Cogswell. Interpreters were called "sign helpers".

Teachers of Deaf children, ministers working with the Deaf and children of Deaf adults (CODAS) interpreted voluntarily when needed. There were no formal procedures for evaluating interpreters and interpreters were not guided by any Code of Ethics.

In 1964, a professional concept of interpreting was initiated by Deaf leaders, interpreters, and educators at Ball State Teachers College in Muncie, Indiana. The consensus reached was that:

1. interpreters should be trained.
2. they should observe a Code of Ethics.
3. they should be paid for their services.

The rationale for this consensus was that there was a great need for standards of competency and that an effective recruitment program could not succeed without specific standards. Subsequently, the RID was organized to develop guidelines and procedures for evaluating and certifying interpreters and to draft a Code of Ethics.

In 1965, a basic training manual entitled Interpreting for Deaf People, was developed. The manual emphasized the professional status of the interpreter for the Deaf, the need for adequate training, the proper use of interpreters, the interpreter's Code of Ethics and a format for interpreter referral services.

In the middle of the 1970's, the RID began evaluating and certifying interpreters. Region consortiums were set up to train a maximum number of interpreters in minimal amounts of time.

American Sign Language (ASL) courses were first offered at Suffolk Community College in 1979. A degree program, Interpreter for the Deaf, was proposed at the College in September 1982. The program did not have a full-time faculty member until January 1986 when Larry Forestal was appointed. Sari Byrd, currently a Sociology Professor at Suffolk Community College, had directed the program until that time. An advisory committee consisting of Professor Byrd, adjunct sign language faculty and department/ division administrators designed a second sequence, ASL Studies to accommodate those students who did not intend to become professional interpreters. The ASL Studies sequence began in September 1986.

The original Interpreter for the Deaf Program thus evolved into the American Sign Language (ASL) Program (341) with two distinct sequences:

1. Interpreter for the Deaf (341-1)
2. ASL Studies (341-2)

In December 1978, the Board of Trustees of Suffolk County Community College accepted a grant from the estate of Henry A. Gilbert for the purpose of providing funding for the training and education of Deaf students. The College appointed an Advisory Committee to supervise and administer this grant with three senior administrative officers of the College serving as members of the committee. The Henry A. Gilbert fund has been instrumental in the development and perpetuation of the American Sign Language curriculum. The Fund uses proceeds from the grant to purchase

films, videotapes and resource books. During the 1983-84 academic year, the Advisory Committee agreed that the fund's proceeds could also be used by the College library for the purchase of subscriptions to various Deafness-related periodicals. In addition, the fund is responsible for the salary and fringe benefits of the full-time faculty member, the salaries of the interpreters used during the Deaf faculty member's class lectures and, when necessary, with other school responsibilities, and the support of the Deaf Mentors program. (The Deaf Mentors program provides the opportunity for ASL students to meet and interact with members of the Deaf community).

Since September 1987, salaries of interpreters used during the Deaf faculty member's class lecture and for support of the Deaf Informants program have been paid by the Office of Instruction. Beginning in 1992, the salaries of interpreters for the Deaf faculty member's school responsibilities have also been absorbed by the Office of Instruction.

The Gilbert Fund continues to provide the funds for the salary and fringe benefits of the full-time faculty member and for the purchase of new videotapes and library periodicals related to interpreting and ASL.

GOALS

The primary goal of both sequences in the American Sign Language Curriculum is to provide students with entry level skill in American Sign Language (ASL) and knowledge of Deaf Culture. Students acquire an understanding of ASL, an appreciation for the development of ASL structure, expressive and receptive skills of ASL, and both an awareness and understanding of Deaf culture.

Specific career goals for the Interpreter for the Deaf sequence include meeting the needs of students seeking entry-level positions as interpreters (Appendix A) and encouraging students to work toward national certification through the RID.

The specific career goal for the ASL Studies sequence is to meet the needs of students seeking jobs within the Deaf community in such positions as job coach, teacher aide or any capacity requiring knowledge of ASL (Appendix B).

Both sequences introduce and encourage students to support and become involved in professsional organizations and become aware of professional standards and ethics.

CURRICULUM

Advisement

Sign Language courses are offered only on the Ammerman campus and Professor Forestal is an advisor for both sequences. All new students are given the ASL Student Information sheet and Pre-registration sheet (Appendix C and Appendix D) prepared by the Health Careers Department Head to address students' questions and concerns and to inform them of program policy.

For more effective program advisement, the Division Chairman and Department Head requested that the Program Advisor prepare a complete schedule for both full-time and part-time students in each curriculum sequence as is shown in the catalog for all other health career programs (Appendix E).

Adjunct faculty are a very valuable and integral part of the advisement process. An information sheet for adjunct ASL faculty, also prepared by the Department Head (Appendix F), familiarizes them with the ASL Program so that that are better able to assist students seeking guidance. The faculty meet with either or both the Program Advisor and Department Head and are provided with appropriate information and materials for advisement.

To further support advisement, a brochure describing the ASL Program is available. Students can obtain one either from the Program Advisor or the Health Careers Department Office. The brochure is periodically distributed to all High Schools on Long Island (Appendix G).

Requirements

Prior to being admitted to either curriculum sequence, students must successfully complete all of the following required courses with a grade of C or better.

SL10: ASL I (4 credits)

SL14: ASL II (4 credits)

SL23: Orientation to Deafness (3 credits)

EG11: Standard Freshman Composition (3 credits)

The Interpreter for the Deaf sequence (341-1) is intended as a career program for entry-level positions as interpreters. Students may also be able to transfer to some four-year programs in Interpreting, Linguistics, Deaf Studies, or Special Education. Once matriculated in the 341-1 sequence, students must successfully complete the following eight sign language courses in order to graduate.

SL20: AMERICAN SIGN LANGUAGE III

SL24: FINGERSPELLING

SL26: INTRODUCTION TO PRINCIPLES OF INTERPRETING & TRANSLITERATING

SL28: COMPARATIVE LINGUISTICS: ASL & ENGLISH

SL34: VOICE TO SIGN INTERPRETING

SL36: SIGN TO VOICE INTERPRETING

SL38 TECHNICAL SIGN LANGUAGE

SL43: SIGN LANGUAGE INTERPRETER SEMINAR AND FIELDWORK

The ASL Studies sequence (341-2) is intended as a career program for students who wish to work with the Deaf after graduation. Students may also be able to transfer to some four year programs in Special Education, Speech Pathology, Social Work or Deaf Studies. Once matriculated in the 341-2 sequence, students must successfully complete the following six sign language courses in order to graduate:

SL20: AMERICAN SIGN LANGUAGE III

SL22: AMERICAN SIGN LANGUAGE IV

SL24: FINGERSPELLING

SL28: COMPARATIVE LINGUISTICS: ASL & ENGLISH

SL50: DEAF COMMUNITY FIELD SERVICES

SL52: CONTEMPORARY ISSUES IN SIGN LANGUAGE & DEAFNESS

Curriculum Revisions

The ASL faculty members were asked to review and evaluate course objectives, course content, instructional strategies and grading procedures. In the spring and fall of 1991, the Program Advisor worked with the Department Head to standardize course objectives for all SL courses. These changes are now reflected in all of the ASL course outlines. In addition, in the Spring 1993, the Office of Instruction and Gilbert Fund provided the funds for a seminar on the VISTA program "Signing Naturally" for all faculty teaching in the ASL curriculum. The purpose of the seminar was to standardize content and teaching strategies for all ASL classes. (The VISTA Program is a specific methodolgy of teaching American

Sign Language which is used in all SL courses of the ASL curriculum.)

During the 1986-87 academic year, several curriculum revisions were made:

SL30: MANUALLY CODED ENGLISH SYSTEMS was replaced with **SL28: LINGUISTICS OF ASL.** The subject matter and course content from SL30 was then divided and incorporated into SL28, SL34, and SL36.

SL34: SIGN & VOICE INTERPRETING replaced **SL34: SIGN TO VOICE INTERPRETING** with an increase of laboratory time.

SL34 would now include interpreting skill development for Sign-to-Voice and Voice-to-Sign.

During the 1990-'91 academic year, the following curriculum revisions and additions were made:

SL28 was changed from **LINGUISTICS OF ASL** to **COMPARATIVE LINGUISTICS: ASL AND ENGLISH.** The rationale for this was to emphasize the importance of the student understanding the two languages, American Sign Language and English.

SL34: SIGN & VOICE INTERPRETING was split into two courses, **SL34: VOICE TO SIGN INTERPRETING** and **SL36: SIGN TO VOICE INTERPRETING.** SL36 was added to the

341-1 sequence. The rationale for the title change and course addition was that two semesters of sign/voice interpreting are essential for student preparation and would strengthen student interpreting skills in the two languages, ASL and English.

SL38: TECHNICAL SIGN LANGUAGE, a new course, was designed to provide the student the opportunity to use contextual vocabulary and sentence structure in ASL and teach the conceptual development of appropriate signs for interpreting purposes. Areas of emphasis include, but are not limited to, education, mental health, rehabilitation, law, medicine, Social Services and religious settings.

SL42: SIGN LANGUAGE INTERPRETER SEMINAR AND FIELDWORK was dropped. **SL43: SIGN LANGUAGE INTERPRETER SEMINAR AND FIELDWORK** became the fieldwork experience specifically for students in the Interpreter for the Deaf sequence.

SL50: DEAF COMMUNITY FIELD SERVICES was added to provide a fieldwork experience specifically for students in the ASL studies sequence.

During the 1993-94 academic year, three curriculum changes

were adopted.

SL 36: SIGN-TO-VOICE INTERPRETING was changed to **SL 32: SIGN-TO-VOICE INTERPRETING** and now precedes **SL34: VOICE-TO-SIGN INTERPRETING.**

SL 26: INTRODUCTION TO PRINCIPLES OF INTERPRETING is now a pre-requisite for **SL 32: SIGN-TO-VOICE INTERPRETING.**

SL 22: AMERICAN SIGN LANGUAGE IV replaces **SL 38: TECHNICAL SIGN LANGUAGE** as a required course in the Interpreter for the Deaf curriculum (341-1). **SL 38** will be offered on an as needed basis for graduates and continuing students.

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ASL STUDENTS

This section will present a summary of enrollment trends, the student profile, performance level and persistence rate, and the strengths and weaknesses of the curriculum as perceived by students, graduates, employers and fieldsite supervisors.

General information, quantitative data and statistic summaries were provided by the Office of Institutional Research, the Career Placement Office, and the responses from five surveys. One survey was distributed to all students presently enrolled in Sign Language courses (Appendix H). Students were instructed to complete only one questionnaire if enrolled in two or more courses. There were 207 responses. A second survey was mailed to students who graduated between 1988 and 1992 (Appendix I). Eighty-three surveys were mailed, 42 surveys were returned. A third survey was mailed to employers of Suffolk graduates (Appendix J). Forty-one surveys were mailed, 12 surveys were returned. A fourth set of surveys was mailed, one to each of the fieldsites of the ASL Studies Practicum (SL50) (Appendix K) and the other to the fieldsites of the Interpreter Practicum (SL43) (Appendix L). Fourteen SL50 surveys were mailed, 4 were returned. Nineteen SL43 surveys were mailed, 5 were returned.

Several factors dictated the manner in which the statistics in this section were presented. These factors include:

1. **MATRICULATION DATES FOR SPECIFIC CURRICULUM CODES ARE ERASED BY THE COLLEGE ONCE A STUDENT GRADUATES.** Students presently matriculating in the 341 curriculum have accurate matriculation dates while those students who have graduated or who are no longer attending Suffolk Community College have no recorded matriculation date. This presented a problem targeting the students who were enrolled in the 341 curriculum over the past ten years. The problem was resolved by the decision to use the date of enrollment into SL20 (ASL III) as the matriculation date for those students who graduated or were no longer attending Suffolk Community College. SL 20 can only be taken after the student matriculates in the 341 curriculum. It is a course taken by all code 341 students regardless of their chosen curriculum sequence. There is, however, the possibility that SL20 was not the first course registered for once the student matriculated. Students have also been given waivers over the years allowing them to take SL20 without actually matriculating in the 341 curriculum. Both of these factors may throw off the enrollment numbers slightly.

2. **COLLEGE STATISTICS DO NOT DISTINGUISH BETWEEN THE TWO SEQUENCES, 341-1 INTERPRETER FOR THE DEAF AND 341-2 ASL STUDIES.** Responses from the two student surveys, attending and graduate, describe student distribution between the two sequences. The Interpreter for the Deaf sequence currently has 56.6% of the student enrollment. Of those students completing pre-requisites courses for the 341 curriculum, 63.7% are planning to enter the Interpreter sequence. The response from the graduate survey indicates a reversal of these distributions, showing 56.1% of the students graduating from the ASL Studies sequence and only 43.9% from the Interpreter sequence. The conflicting data may reflect a change in sequence emphasis over time, or may be the result of the small graduate response.

3. Of the total number of current students surveyed, **49.5% ARE MERELY TAKING A SIGN LANGUAGE COURSE AND ARE NOT MATRICULATED IN THE 341 CURRICULUM.** The statistics concerning student profiles reflect these students as well as the students enrolled in the 341 curriculum. Several reasons cited for taking Sign Language courses included communication (6.7%), language requirement (11.7%), personal interest (33.3%), and as a prerequisite for the 341 curriculum (48.3%). Students may take up to five Sign Language

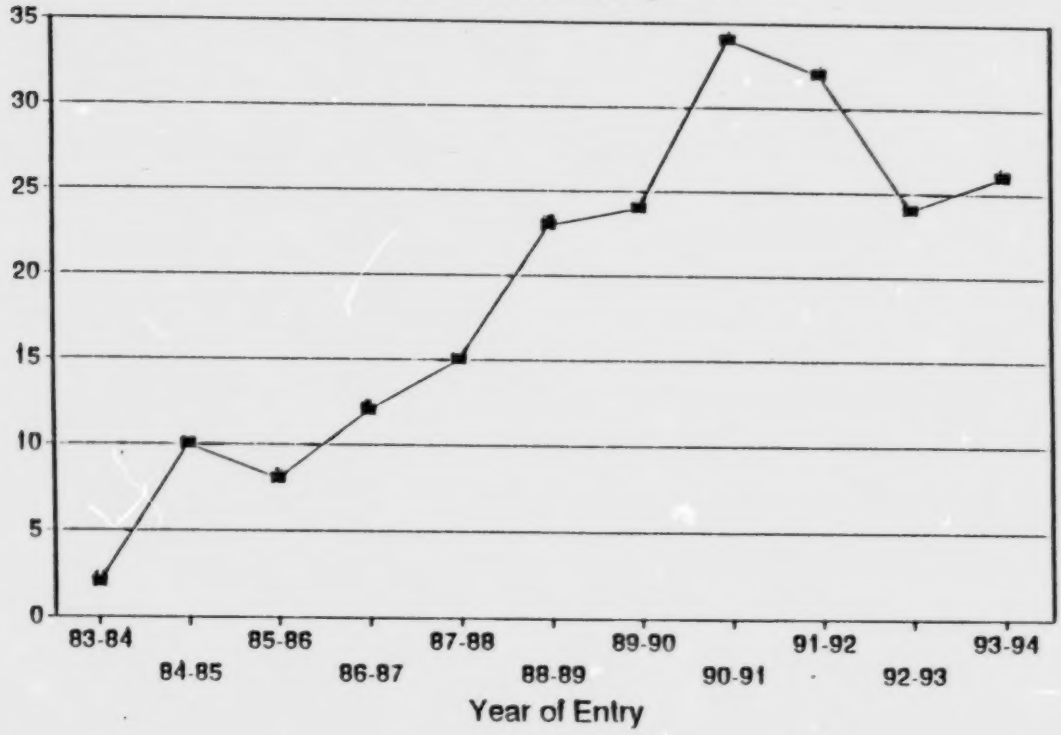
courses before being required to matriculate. Since a large number of students are taking Sign Language courses and are not in the Sign Language program, enrollment trends are discussed from both program and individual course perspectives.

ENROLLMENT TRENDS

Program Enrollment

There are presently 26 students enrolled in the 341 curriculum. Since Fall 1983, 210 students have enrolled in the 341 curriculum. Enrollment steadily increased from Fall 1985 through Spring 1991. A peak entry year is noted 1990-91. A slight decline in enrollment is noted after this point. Enrollment numbers by year of matriculation are summarized for the past ten year in Figure 1.

Figure 1. Enrollment
for ASL-341 students by Year.



Individual Course Enrollment

Enrollment figures were examined for each individual Sign Language course over the past six years. Since Fall 1987, a total of 2849 students have enrolled in Sign Language courses. The three curriculum pre-requisite courses accounted for 61.3% of this enrollment.

SL10: ASL I (30.8%)

SL14: ASL II (15.7%)

SL23: Orientation to Deafness (14.8%)

Course enrollment in most of the Sign Language courses has steadily increased since Fall 1987. Figure 2 reflects the total student enrollment in sign language courses over a six year period.

Figure 2. SL Courses - Six Year
Total Enrollment

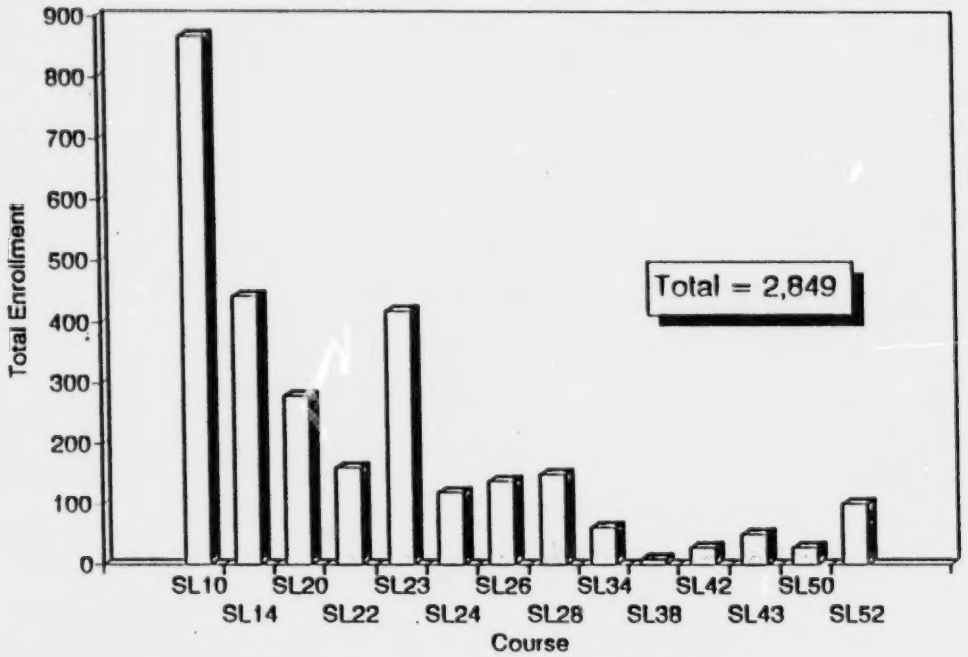
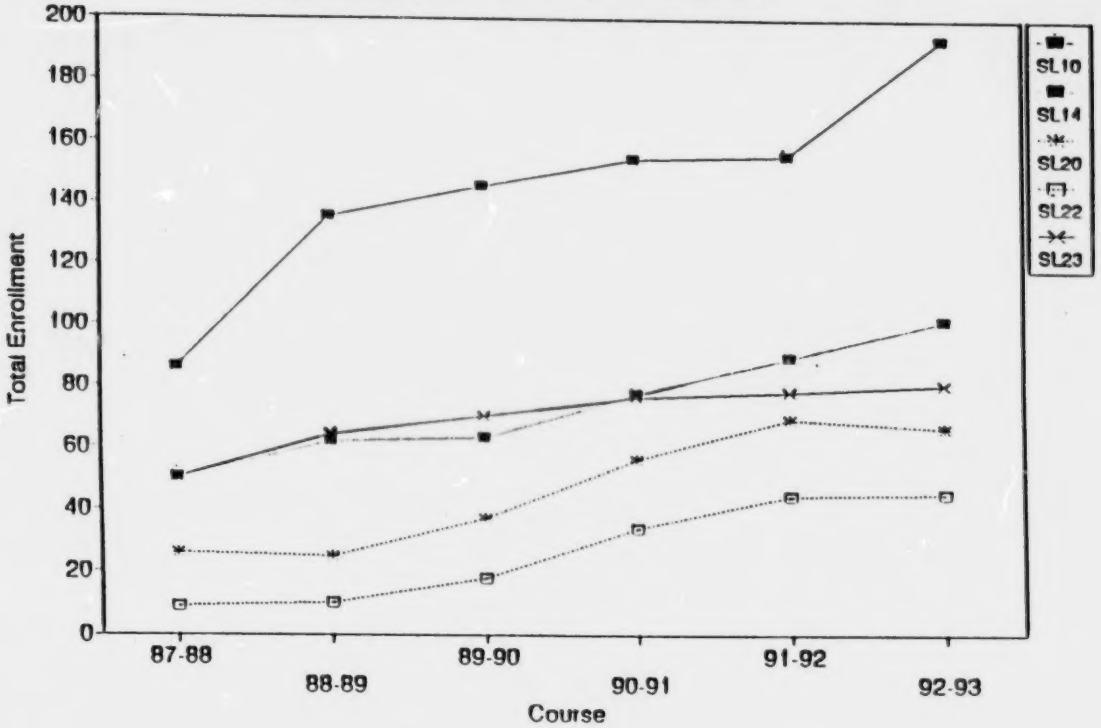


Figure 3A. Six Year Course Enrollment
for SL10, SL14, SL20, SL22, SL23.



Figures 3a, 3b, and 3c detail the enrollment trends in each individual Sign Language course for each year over the past six years.

Figure 3B. Six Year Course Enrollment
for SL24, SL26, SL28, SL34.

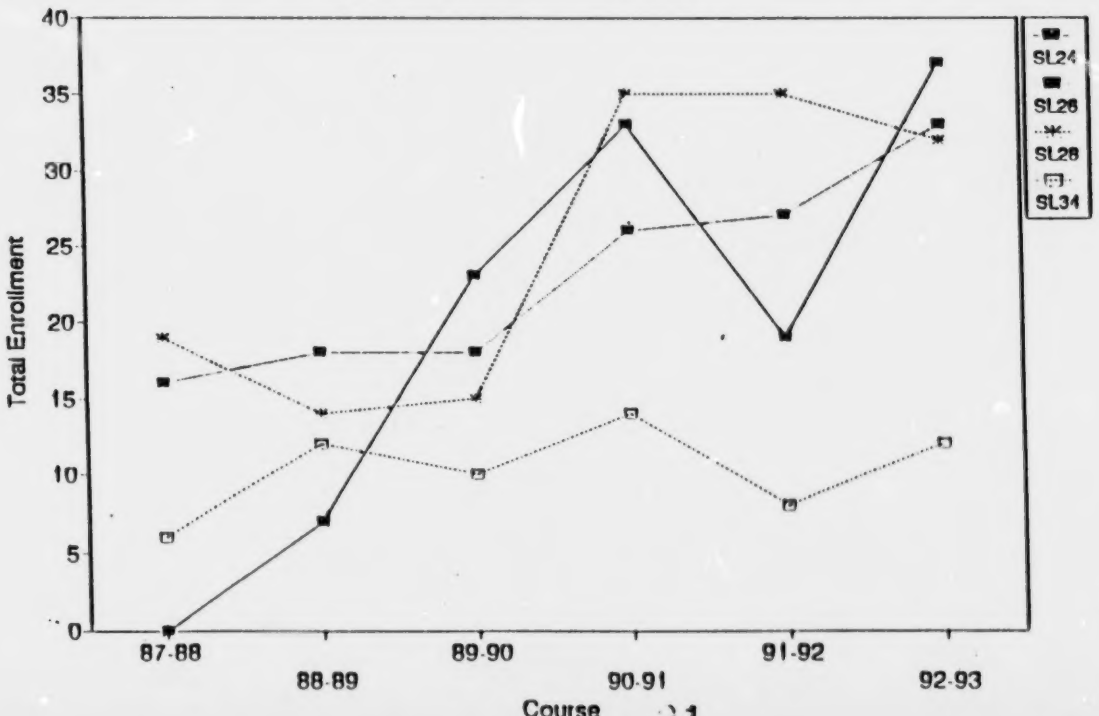
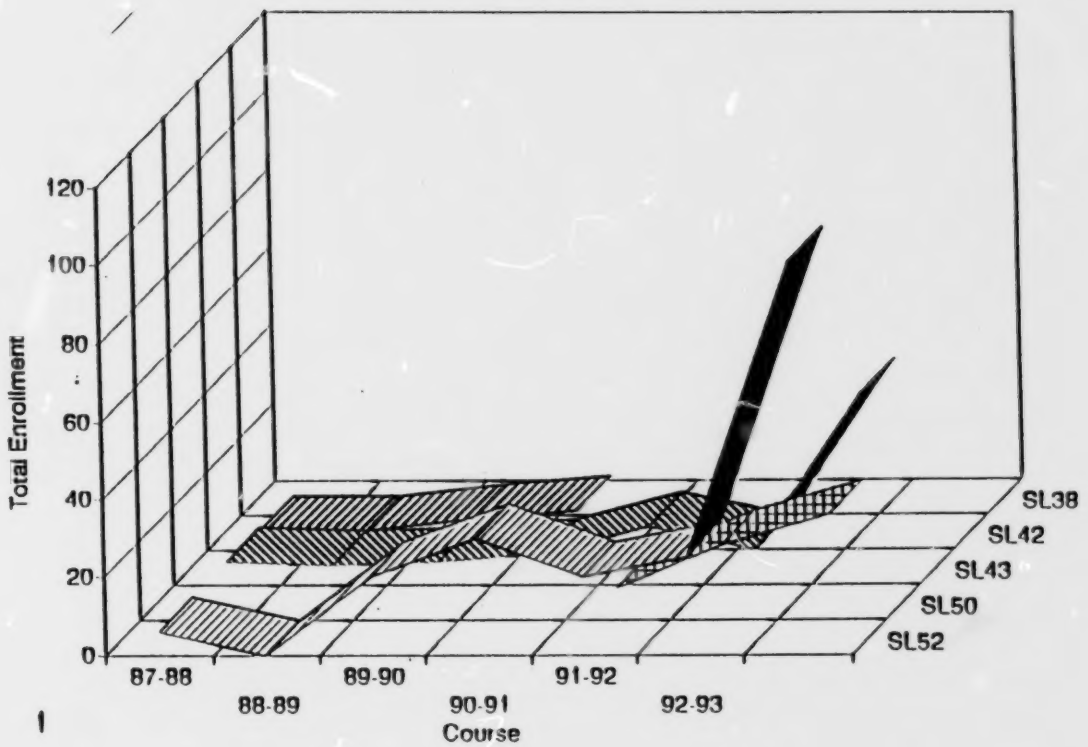


Figure 3C. Six Year Course Enrollment
for SL38, SL42, SL43, SL50, SL52.



Day/Evening Enrollment

More SL course sections are offered in the evening than in the day and there is a higher enrollment in evening sections than in day sections. Of the 2849 students who have or are taking Sign Language courses, 1839 enrolled in evening classes, while 1010 enrolled in day classes. Of the students surveyed, 19% attend days, 44.4% evenings and 35.7% have a schedule of both evening and day courses. Graduate surveys describe a similar pattern with 7.1% enrollment in day sections, 21.4% in evening sections and 71.4% having had a schedule of both day and evening classes.

Full-Time/Part-Time Enrollment

Statistics were conflicting regarding the full-time/part-time status of students. College statistics, reflecting a ten year period, indicate that 77.1% of the students were part-time and 22.9% were full-time. Responses from graduates indicate a much higher full-time attendence status of 71.4%, with part-time at only 28.6%. An almost even distribution between part-time and full-time attendance is noted among the current students surveyed, with 46.4% attending full-time and 53.6% attending part-time. It must be noted again that 49.5% of the current students are not matriculated in the 341 curriculum.

Demand for Enrollment

Demand for enrollment can usually be substantiated through job

requests for graduates. The Placement Center has had only two requests for full-time positions for interpreters and one request for a part-time position for someone with a knowledge of Sign Language. Employers are not utilizing this service. This is further supported by the responses from the Employer surveys indicating that none of these facilities utilized the Placement Center to hire their employees. Employees were secured by a number of other avenues, including referral from College instructors and Interpreting agencies, response to job ads, applications on file and hiring of affiliating students. A possible reason why the Placement Center is not utilized may be cultural. The Deaf are a very closed culture and rely heavily on personal recommendations. A second reason may be that knowledgeable employers prefer personal referrals since the skills of the uncertified interpreters can be so varied.

Graduates have also not utilized this service. Of the graduates responding, 94.7% stated that they did not use the Placement Center. Seventy-two percent of attending students surveyed responded that they do intend to use this service.

STUDENT PROFILE

Gender

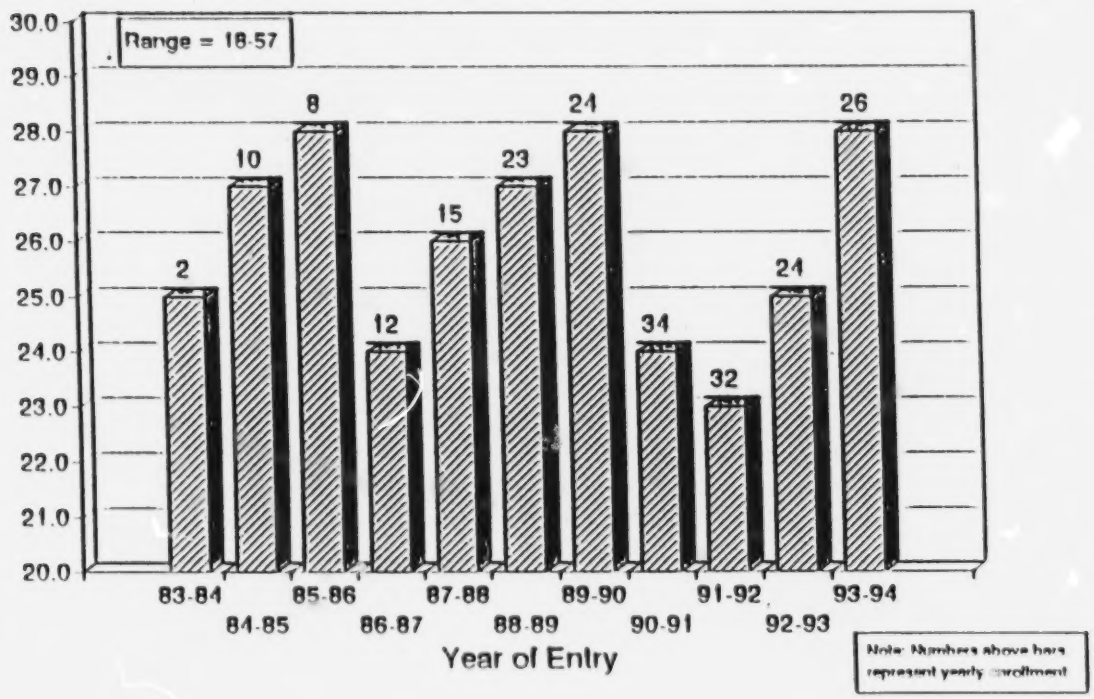
College statistics indicate that 93.3% of the students who enroll in this program are female. There has been an ever so slight increase in male enrollment since Fall 1990. This data is also supported by both the current student and graduate surveys.

There is an 85% female enrollment among students and 95.2% among graduates.

Age

College statistics on age employ the age category breakdown used by the SUNY system. The largest percentage of students (27.1%) fell into the 20-21 year old category. The mean age of all ASL students enrolled since Fall 1983 is 25.6 years old. The range was from 18 to 57 years old. Figure 4 illustrates the mean age of ASL students for each year since Fall 1983.

Figure 4. ASL - 341 Curriculum
Mean Age by Year of Entry



Different age categories were used for the surveys and 61.9% of the graduates and 52.2% of current students were in the 18-24 year old age group. College statistics indicate that 61.9% of the students also fell into this age group.

Minority Enrollment

Minority enrollment in this program is low. Out of 192 students reporting since the Fall 1983, 1.6% were Black, 1.6% were Hispanic and 9.5% were Asian.

Handicap Status

Handicap status of students was also examined. Of 210 students, only 9 students (0.48%) have reported a handicapping condition. The categories examined included acoustically impaired, braces, crutches, learning disabled, mobility impaired, multiple impairments, wheelchair bound and other. There was at least one student reported in each category.

PERFORMANCE

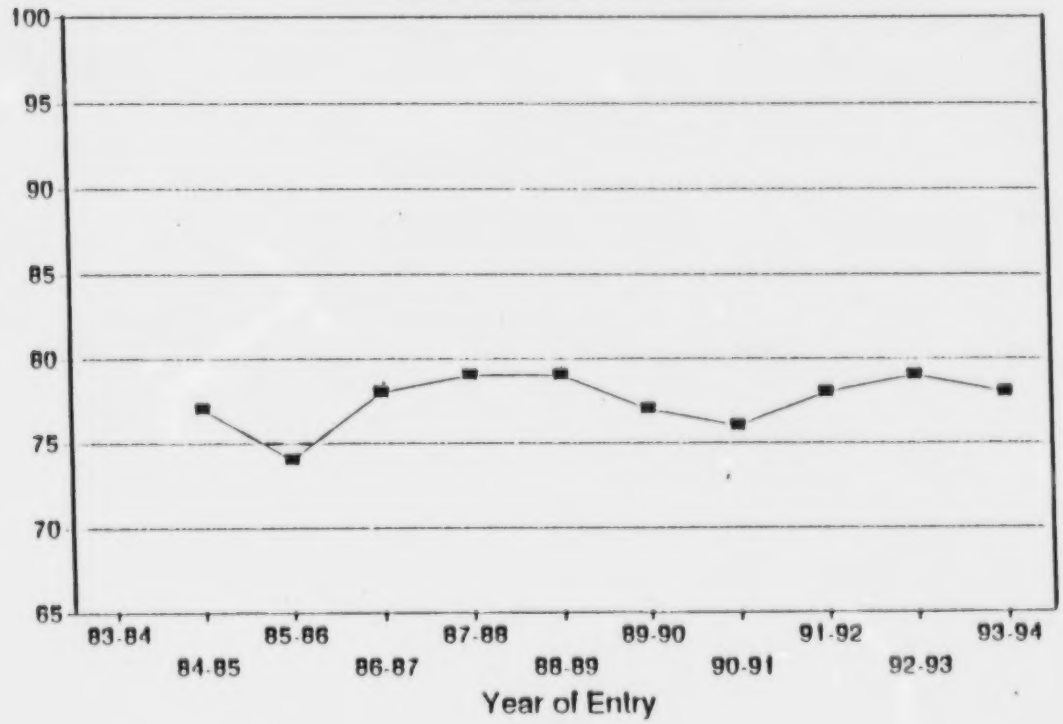
This section examines the performance level of students who have matriculated in the 341 curriculum. High school average, SAT scores, College placement test results, number of placements in developmental courses and College cumulative average are discussed.

The mean scores recorded are based on an average of all students' scores over a ten year period from 1984 through 1993. Although 210 students have matriculated in this program, most records are based on a very small percentage of this population. Therefore, some standard deviations (SD) are large. There are no SAT records prior to 1987/88. College Placement Exams were not offered until the 1988/89 academic year All data was provided by the Office of Institutional Research.

High School Average

The mean high school average for 173 students responding was 77.8 with a standard deviation of 5.7. Student averages ranged from 64 to 93. Figure 5 depicts the mean high school average for each individual year since 1983/84.

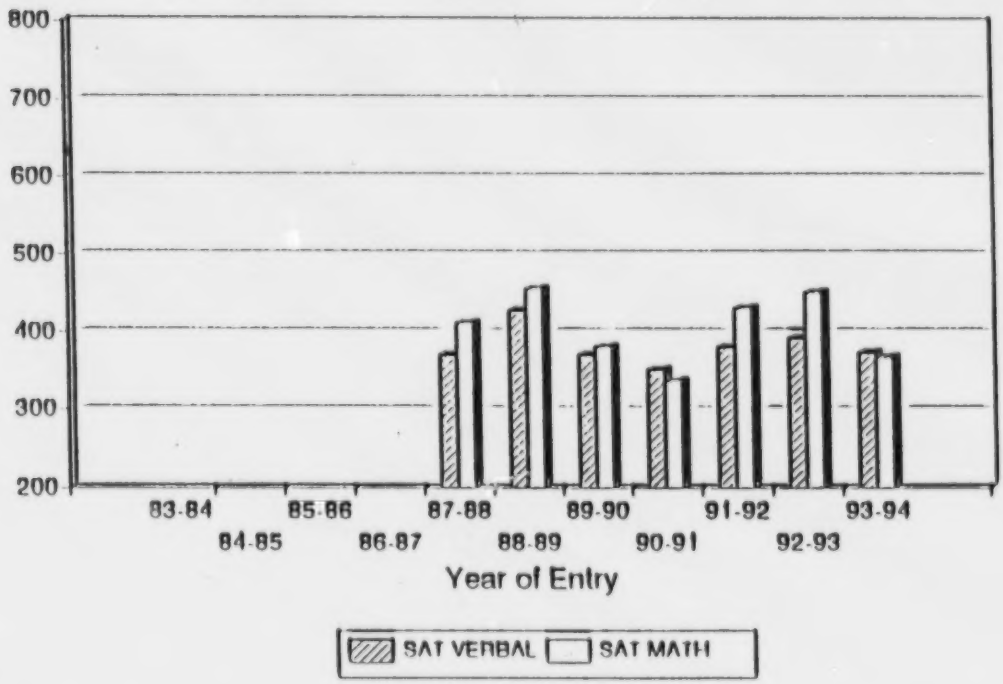
Figure 5. Mean High School Average for ASL-341 students by Year.



SAT Scores

These statistics are based on only 41 responses. The mean score on the verbal section was 376.8 and 405.3 on the math, with large standard deviations of 95.9 and 107.2, respectively. Individual scores ranged from 100 to 580 on the verbal and from 250 to 620 on the math. Figure 6 depicts the mean scores of the verbal and math sections for each year starting in the 1987/88.

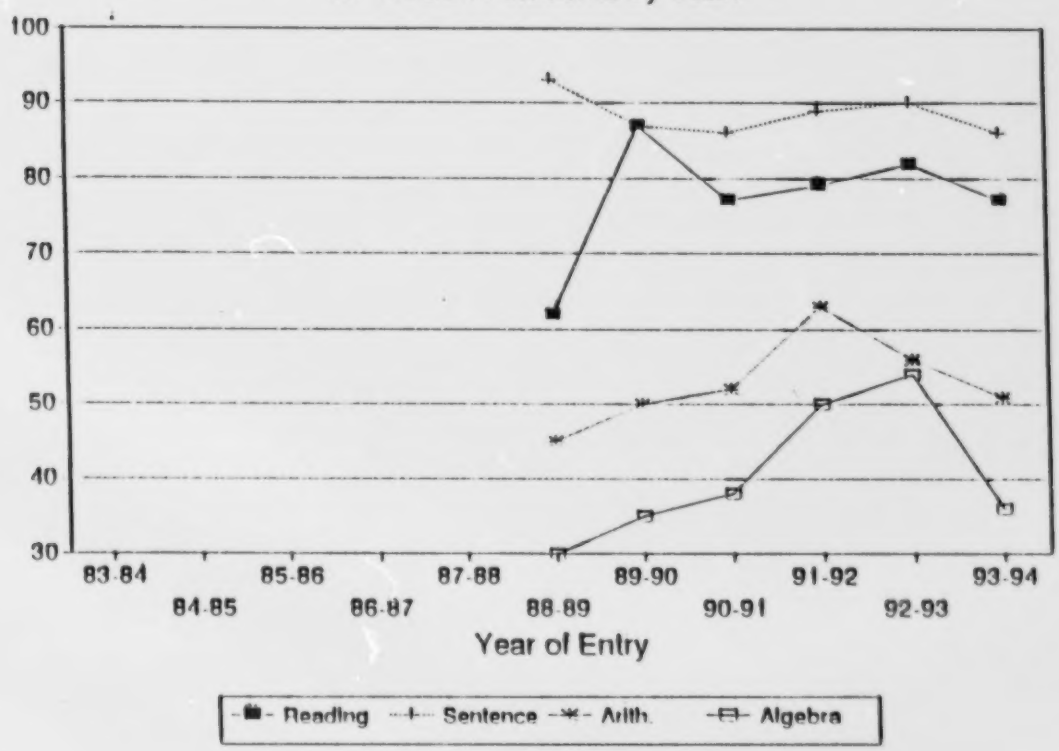
Figure 6. Mean SAT Verbal and SAT Math Scores for ASL-341 students by Year.



College Placement Tests

Records for only a small sample of the student population were available. Mean scores for the reading, sentence, arithmetic and algebra tests were based on 67, 64, 70 and 71 students respectively. English skills were found to be stronger than math skills. Mean scores for the 10 year period are 78.9 in reading with a SD of 18.9 and a range of 34-108; 88.0 in sentence structure with a SD of 19.2 and a range of 36-118; 54.6 in arithmetic with a SD of 23.4 and a range of 21-111; and 42.9 in algebra with a SD of 21.8 and a range of 21-114. Figure 7 illustrates the relationship between the means of reading, sentence structure, arithmetic and algebra for each individual year.

Figure 7. Mean Placement Test Scores for ASL-341 students by Year.



Developmental Course Placement

Of 210 students, a small percentage were placed in developmental courses, including 14% in Reading, 14% in Math and 6% in English courses. Forty students (19%) were recommended for a non-developmental reading course, 40 students (19%) for a Math course and 56 students (27%) an English course. The majority of students, 141 (67%), were not placed.

College Cumulative Average

The mean College GPA of 210 students is 3.2 (SD: 0.5) with a range of 1.7 to 4.0.

PERSISTENCE

Persistence is best illustrated by viewing the present status of all students who have matriculated in the 341 curriculum code. Four student outcomes can be examined: 341 PROGRAM GRADUATE, OTHER PROGRAM GRADUATE, ATTENDING STUDENT, AND NON-ATTENDING STUDENT. The difficulties targeting the ASL student population have previously been discussed, and they presented a major problem when attempting to classify ASL students into one of these four areas. The data was inconsistent and therefore invalid.

The number of degrees conferred in the ASL program since its inception was used as a measure of persistence. Since Fall 1983, 119 degrees have been conferred to students in the ASL Program.

This reflects a 57% persistence rate.

Life after SCC

Fifty-four percent of the graduates transfer, and 66% of these students transfer to an area unrelated to ASL. It may be necessary to attain such a secondary degree for a position working with the Deaf, such as teaching degree to become a teacher of the Deaf. Forty-six percent of attending students plan to transfer.

Of those graduates working, 10 are employed utilizing their ASL skills. Ten graduates report receiving professional certification, 2 as teachers of ASL, 3 as interpreters, and 5 in areas unrelated to ASL. Twenty-three graduates plan on attaining some type of certification, and of these, 13 students plan to become cerified in areas utilizing their signing skills.

STUDENT ASSESSMENT OF PROGRAM

Attending students and graduates were asked to evaluate the courses, instructors, advisement, fieldwork experience and adequacy of resources. The students rated these areas based on a four point scale of excellent, good, adequate and poor. Comments were encouraged.

Courses

Fifty-five percent of the current students rated the courses

excellent and 34% stated they were good. Only 19% of the graduates gave an excellent rating, but 41% felt the courses were good.

The comments indicated an increasing disillusionment from students who were actually in the program and who had taken several courses as opposed to those students who were taking their first course. Many comments addressed a lack of consistency of material taught between the different courses. ASL structure was not always adhered to and, depending on the instructor, emphasis was placed either on signed English, pidgeon English or ASL. Another concern was class size. Several students suggeted that classes were too large to allow for the individual student attention needed.

Instructors

Instructors were rated excellent by 63.7% of the current students and good by 27.5%. The graduates were again more critical, with 26.8% rating instructors excellent and 43.9% as good.

Comments again addressed the lack of uniformity in presentation of material. Recommendations also included that instructors, whether Deaf or hearing, should have a teaching background; be fluent in ASL; be knowledgeable in Deaf history and culture; and instructors should be evaluated by someone with knowledge of sign.

Advisement

Responses regarding advisement ranged from the very good to

the very poor, with only 25% of current students and 23.7% of graduates rating it excellent. Advisement was judged poor by 11.2% of students and 28.9% of graduates.

Again, comments were more negative from the graduates than from attending students. Newer students seemed pleased with the program advisement. Several comments addressed an inadequacy of the Advisement office in directing students appropriately for this program.

Fieldwork

The number of students answering these questions was very small, with only 21 out of 42 graduates and 18 out of 207 students taking ASL courses responding. This area received the poorest rating of all the areas addressed.

The practicum or clinical experience was poorly rated by 59.3% of the graduates. Attending student response was more favorable, with 22% rating it excellent, 50% good and 22% adequate. The major problem cited was the fact that students were required to set up their own placements and this frequently was not accomplished until well into the semester.

Graduates were also asked to separately rate the College supervision and fieldsite supervision. Both areas were rated poorly, 50% and 52.9% respectively. Comments addressed the lack of supervision on both levels and questioned the use of a Deaf instructor to observe and judge the interpreting skills.

Library/Media Resources

This question required a yes or no response. This area was favorably rated, with 87% of the students and 81% of graduates agreeing these services were adequate.

EMPLOYER ASSESSMENT OF PROGRAM

The committee was presented with a list of employers who have hired ASL Program graduates by the Program Advisor Professor Forestal. Surveys were then distributed to 41 facilities. Only 12 surveys were returned, and of the 12, two responded that they have never hired a Suffolk Community College graduate. The respondents represented a variety of facilities, including Schools for the Deaf, Special Education programs, Public School districts and one Adult Rehabilitation and Vocational center.

The ten remaining facilities with graduate employees had hired a total of 19 graduates. Eight sites hired graduates from the Interpreter program. Two sites hired graduates from the American Sign Language Studies program, and two facilities were unsure from which program their employees had degrees.

Employers were asked to rate the graduates on three levels of competency: Attitude and Professional Behavior, Signing Skill Level, and Educational Preparation. Sixty percent of the employers rated the graduates as excellent in all three areas, and 30% gave a good rating. One facility rated attitude and professional behavior as good but felt expressive signing skills and educational

preparation were only satisfactory, and receptive signing skills were poor.

The employers were also asked if they would continue to hire ASL Program graduates in the future, and all responded in the affirmative.

FIELDSITE ASSESSMENT OF PROGRAM

A list of fieldsites was presented to the Committee by Program Advisor Professor Forestal. Surveys were then distributed to the clinical site directors of the two Seminar and Fieldwork courses, SL 43: Sign Language Interpreters and SL50: Deaf Community Service for American Sign Language Studies students. The response was very poor. Of the nineteen SL 43 surveys that were mailed, only 5 were returned. One of these facilities stated that they had never hosted an interpreter student from Suffolk Community College. Fourteen SL 50 surveys were mailed, only 4 were returned. One site in this group also stated that they had never had an ASL student.

The two surveys are identical except for three questions that address the specific role and qualifications relate to the particular sequence in which the student is enrolled. These questions surveyed skill level, types of activities performed by the student, and the quality of the education.

Discussion will first address those areas similiar to both surveys. Data is based on only 7 responses. Five sites have hosted between one and three students over the past five years.

Two sites have had between four and six students. Professional behavior and attitude of the students was judged excellent by four facilities and good by two. One site did not respond to the question. The response regarding support to the fieldwork supervisor by the College instructor was quite mixed, with ratings ranging from excellent to no support given. College instructor contact was listed and categorized as one or a combination of the following: on-site observation and evaluation of student, consultation with site supervisor, telephone contact, verification of attendance only. One site supervisor reported they had no contact at all with the College instructor. When asked what their overall feelings were concerning having a student affiliate, 50% of the facilities replied it was effective and 50% replied it was merely acceptable. All but one facility stated that they would like to continue as a fieldsite setting. The one exception indicated that they were not sure about accepting future interns. It was interesting to note that two sites would like to continue but be reimbursed for their time and service, and three sites felt they should be allowed to both take and audit sign language courses free in exchange for their work with the students.

The three facilities responding to the questions concerning the ASL Studies students (SL 50) were extremely mixed in their responses concerning the program. The overall American Sign Language Studies program was rated as excellent by one. One site director did not respond to the question, and the third site director stated they were unfamiliar with the program. When asked

to comment on the signing skills of the students, one facility supervisor said the skills were good, one facility supervisor did not answer the question, and the third site supervisor stated that they had never seen the student sign. The fieldsites reported that the students' responsibilities included communicating with the Deaf, working in the classroom and observing or working with an Interpreter.

The four clinical site directors responding to the questions concerning the Interpreter students (SL 43) were also very mixed in their responses. The overall Interpreter program was rated as excellent by one, good by a second, satisfactory by a third, and the fourth site responded that they were also unfamiliar with the program. When asked to respond to the skill level of the student interpreter, two facility directors rated the skills as being good, one as being satisfactory and one site rated the skills as being poor. Responsibilities of the students included observing, signing using both ASL and Signed English, signing to individuals and to groups, and voicing ASL to English. The SL 43 surveys also asked for the qualifications of the clinical supervisors working with the interpreter students. None of the supervisors were certified through RID. Not one supervisor even put "interpreter" down as a qualification.

RESOURCES

This section describes the resources of the 341 curriculum with special attention given to Library holdings and the Program's inventory of audiovisual materials.

Library Support

Films, videotapes and periodicals supporting ASL instruction have been purchased with monies from the Library budget, a VATEA Grant and the Gilbert Fund. Present resources include 4 films, 59 videotapes and 17 journals (Appendix M). The Gilbert fund is presently financing the subscriptions of twelve of the seventeen journals. The program plans to add five more journals to the present inventory.

Program Inventory

There is an inventory of equipment stored in the Riverhead building within the vicinity of ASL classes. The inventory of audiovisual equipment includes two VCR's, two TV sets, four camcorders, two video cameras, one stereo-cassette radio, and one tripod. ASL faculty also have access to the Health Career Department's inventory of audiovisual equipment which includes TV sets, VCRs, slide projectors and overhead apparatus. The full time faculty member maintains a collection of materials in his office including books, articles and journals which are available to faculty and students.

STAFFING

A more thorough appreciation and recognition of staffing concerns and considerations has paralleled the growth and development of the two ASL program sequences. What follows is an examination, analysis and assessment of the ASL staffing situation which should provide some insight into, and a sensitivity towards, what might be described as the plight of a program whose needs and roles were never thoroughly grasped despite the well-intentioned ideals and goals to which it was bound.

QUALIFICATIONS

The single full-time faculty member teaching in the American Sign Language Program has a Master of Science Degree in Deaf Education from Gallaudet University. He is qualified to teach all American Sign Language courses, but he is deaf and not an English to ASL interpreter. In addition to teaching several ASL courses, the fulltime faculty member instructs two lecture courses, SL23: Orientation to Deafness and SL52: Contemporary Issues in Sign Language and Deafness with the assistance of an interpreter. He is also the faculty member in charge of and supervising the fieldwork courses for both sequences.

Currently there are thirteen adjunct instructors teaching the various ASL courses, many of whom are also Deaf. The Interpreter Sequence requires that the instructors be R.I.D. certified. The ASL Studies Sequence requires instructors to

be fluent in ASL. These requirements are in addition to the College's academic requirements of a Master of Science or a Master of Arts degree in a related area. This college requirement happens to be irrelevant for the ASL Program since none of the instructors have a graduate degree in American Sign Language or Interpreting itself. There are very few institutions offering such a degree and those that exist are relatively new, having been developed in response to legal issues involving in Deaf education and the Americans with Disabilities Act. (ADA.)

Inadequate training and a lack of available appropriately credentialed faculty has created many problems in both ASL sequences. The College mandates that all instructors have a Master's degree, yet most highly qualified professional ASL interpreters have none. These individuals, who have a highly specialized technical skill, have had to be disqualified due to the College's inflexible position. After many requests and petitions to the College administration, several adjuncts who do not have a graduate degree have successfully been assigned courses on an as-needed basis. In addition, competent adjuncts hired when the program began, who have only an Associate of Arts degree, have been permitted to remain on the adjunct seniority list. The difficulty in hiring qualified academically credentialed adjunct faculty is further compounded by the fact that since almost all ASL courses

consist of six contact hours, adjunct faculty can only teach one course per semester. This adds to the problem of not having enough qualified and certified instructors.

As a direct result of the above criteria and conditions, a "two-tier" college course certification model has developed for the ASL instructional staff. The result is several adjunct faculty are approved to instruct only the basic ASL courses and some faculty, who lack the College's academic credentials, are retained on a semester-by-semester as needed basis, and are not placed on the seniority list.

Another problem developing as a consequence of this "two-tier" course certification system concerns ASL skills and teaching ability. Not every individual who is able to use ASL is a good instructor, nor is every person who can communicate in ASL fluent or knowledgeable enough to instruct in this area. At present, with great effort and an inordinate expenditure of time, most courses have been staffed with both competent and capable adjunct faculty. The Department Head has repeatedly placed advertisements in newspapers, sent notices to every major organization or society involved with either ASL interpreting or Deaf culture and has written to various graduate schools who have ASL courses announcing adjunct teaching positions. However, the results of these searches, in terms of qualified respondents, has been consistently poor.

It has become increasingly difficult to fill some course sections with qualified faculty. One course, SL38: Technical Sign Language, has run only once because it has been impossible to find a qualified instructor to teach it.

Another aspect of providing qualified instruction concerns the sign language practicums. Students matriculated in the Interpreter sequence need to be supervised and evaluated by an experienced, credentialed and/or certified interpreter in this area. This has not been the case. There are only eighteen certified interpreters in Suffolk County and only two work for school districts. Also many student placements have been with recent graduates of Suffolk Community College. These new graduates need to be with mentors themselves rather than trying to mentor current students. In addition the practicum is being staffed by the full-time faculty member. Since he is Deaf, he uses an non-certified interpreter (who is <u>not</u> a member of the College's instructional staff) to teach and evaluate students. This practice is certainly, if not completely inappropriate, quite questionable.

In summary, qualified instruction in the ASL program is hampered by a lack of available credentialed people, College academic guidelines which are inappropriate for ASL faculty; and a serious deficiency of appropriate placement sites, mentors and supervision for student practicums.

Professional Development

In order to involve and affirm the value of the input of the ASL adjunct faculty, various procedures have been initiated. The Department Head has met and conferred with the ASL adjuncts as a group; regularly sends information and policy memos to them; meets and confers with each individual adjunct faculty member; and has written and distributed faculty, student and pre-registration information sheets based on input and advice from the adjuncts, as well as from problems that have arisen.

The full-time faculty member, who is the program advisor, attends several professional conferences and has also begun to meet regularly (at least once each academic year) with the ASL adjunct faculty to review and discuss such subjects as A-V equipment, program policy such as voicing in class, course outlines, etc.

The highlight of ASL faculty development was the five day VISTA training program provided without cost to all ASL faculty wishing to attend during the Spring semester of 1993. VISTA is a curriculum with a specific philosophical approach to teaching American Sign Language. Two years ago, Suffolk Community College adopted this program purchased the teacher training tapes and literature. The five day workshop was led by the creators of VISTA and helped to clarify and enrich

methodology, instruction and solidify curriculum and content concepts. Tapes of the training were made so that future faculty would be able to benefit from the trainers' expertise, and of course, current faculty are also able to review the tapes whenever they wish. Funding for the entire workshop was provided for by the Gilbert Fund and the Office of Instruction (see page 3 for details on this fund).

Faculty/Student Ratio

There is one full-time American Sign Language instructor and there are thirteen adjunct faculty. Classes are limited to twenty students and even this number is considered high since both teaching and providing feedback in ASL requires much individual, one-to-one instruction. A more optimum and appropriate instructor-student ratio would be ten students per class, as recommended by professional interpreter certifying organizations such as ASLTA and CIT.

RECOMMENDATIONS

The Program Review Committee proposes the following recommendations to address the inadequacies identified in the ASL Curriculum (341) as a result of this review:

1. Immediate addition of a full-time faculty member for the Interpreter for the Deaf sequence.
2. Establishment and adherence to program admission standards.
3. Notification to the Placement Center by the Program Advisor of any employment requests coming directly through his office.
4. Continue measures to improve program cohesiveness, uniformity and consistency. All new faculty must have VISTA experience or training or take the course.
5. Establish specific criteria to define the qualifications and expected role of the clinical fieldsite supervisor.
6. Establish specific criteria to define the qualifications and expected role of the College fieldsite supervisor.
7. Funding of the present full-time faculty line by the College and not the Gilbert fund. This would free funds intended to recruit, maintain and support Deaf students on campus as well as provide programs for the Deaf Community at large. This was the original intent of the Gilbert Funding.
8. Purchase additional videos, periodicals and films to supplement the program.
9. Addition of new video equipment to supplement the present inventory; maintain and replace equipment as needed.

10. Reduce class size in accordance with the recommendations of professional interpreter certifying bodies.
11. College flexibility concerning qualifications of faculty applying for positions in the ASL Program. Professional affiliation and certification, interpreter skill, fluency in ASL, and knowledge of Deaf culture must be the primary qualifications of all new faculty hired.

Appendix A

EMPLOYERS OF INTERPRETER PROGRAM GRADUATES

Cleary Secondary Program for the Deaf at East Islip High School

Just Kids Learning Center

Riverhead Central School District

Northport High School

East Northport School

Westhampton Beach School District

Vocational & Educational Services for Individuals with Disabilities (VESID in New York)

Nassau Boces Program for Hearing Impaired

Middle Country School District

Chicago Hearing Society

Patchogue Medford School District

Suffolk BOCES II

Suffolk BOCES III

Comsewogue Senior High School
(P.J. Station)

Suffolk Community College

Hobart Elementary School

Rocky Point School District

Sachem School District

Levittown School District

New York Society for the Deaf

Hofstra University (Law School)

SUNY at Stony Brook

Southampton College

Appendix B

EMPLOYERS OF ASL STUDIES PROGRAM GRADUATES

Cleary School for the Deaf (Smithtown)

Mill Neck Manor Services for the Deaf at Mill Neck Manor School for the Deaf

New York School for the Deaf (White Plains)

Louisiana School for the Deaf (Baton Rouge)

East Northport School

Bellport Middle School

Lexington School for the Deaf (Queens)

Sawmill Elementary School (Merrick)

Lake Grove School

Sylvan Elementary School

National Center for Disability Services (Albertson)

Suffolk BOCES II

Suffolk BOCES III

Northport High School

APPENDIX C

AMERICAN SIGN LANGUAGE - INFORMATION FOR STUDENTS

1. The department head for all Health Career courses and programs, including both American Sign Language programs, is Professor Darlene Hochman. Any general or program concerns or questions should be directed to her. (Her office is in the Riverhead Building on the Ammerman Campus in room R120; home number is 451-4299.)
2. Professor Lawrence Forestal is the faculty advisor for some ASL students. Any students needing program advisement or information on course sequence, etc., can make an appointment with him (451-4299) or stop by during his office hours (posted on door in R125).
3. Students interested in completing either A.S.L. degree should read the description of each program and all course descriptions listed in the college catalog.
4. To complete either sequence, students will have to take almost all A.S.L. courses in the evening. Only a few introductory courses are offered during the day, and not on a regular basis.
6. SL10, SL14 and SL23 are open to all students in any other curricula as unrestricted electives. Students should check day and evening schedules for offerings.
7. Fieldwork placements in either program (SL43: Interpreting Seminar & Fieldwork or SL50: Deaf Community Field Services) are arranged by the college instructor in each course. At the first class session, students will be placed in field sites for the appropriate number of hours. They will be supervised and observed at their assigned field site by the college instructor during the semester. In addition, an individual conference, following each evaluation, will be held with the college instructor. This conference is in addition to weekly class seminars. Students will maintain a time chart documenting hours worked at their field sites, to be signed by the field site teacher and submitted to the college instructor upon fulfilling the required hours.
8. Although Field Work course seminars are held in the evening, students are assigned to field placements during regular work week/day time hours.

8a. Students can not be employed by their practicum placements.

9. American Sign Language courses are conducted in ASL without the use of voice. Students are expected to comply with this policy.
10. Students should check with the American Sign Language bulletin board outside R118 regularly for announcements and general information of interest to all.
11. The RID newsletter is now cataloged in the Ammerman Campus Library.

Fall 1993/Spring 1994
Prepared by Darlene Hochman,
Health Careers Dept. Head

APPENDIX D

Pre-Registration Information for American Sign Language Students

1. American Sign Language Courses must be taken in the proper sequence as indicated in the College catalogue.

2. All pre-requisites, as stated in the catalogue, are strictly adhered to:

3. A pre-requisite for any course can not be taken as a co-requisite.

4. There are no course waivers in either ASL program. In rare cases, a substitution waiver for a specific course may be indicated after consultation with and approval from the Health Careers Department Head.

5. Challenge Exams are available only for ASL I and ASL II. These exams must be taken individually and passed in sequence to achieve credit for each. Students wishing to take a challenge exam must first complete the forms available in the Office of Instruction. Exams should be taken prior to pre-registering for the next course in the ASL sequence so that the student will know for which course in the ASL sequence she/he is prepared (depending on your Challenge Exam results).

6. Students should read and are held responsible for all information stated in the Catalogue. Students enrolled in any ASL course or anyone who wishes to apply for and complete either ASL Degree should read the carefully written ASL Program Descriptions, Admissions Requirements, core course requirements, program course sequence listings and individual course descriptions prior to registering.

7. Either ASL Degree Program will take at least three to four years to complete due to the required course sequence. Almost all courses are offered in the evening, although the field work components necessitate students being available for day time/work week participation (seminars are in the evening).

8. Sign Language courses are scheduled in the evening, with some courses occasionally offered during the day.

Fall 1993/Spring 1994
Prepared by Darlene Hochman, Health Careers Department Head

APPENDIX E

AMERICAN SIGN LANGUAGE PROGRAM*

Interpreter for the Deaf (341-1)

Semester Schedules for Full-time Students

First Semester		Lec.	Lab.	Cr.
SL10:	American Sign Language I	3	3	4
SL23:	Orientation to Deafness	3	-	3
EG11:	Standard Freshman Composition	3	-	3
	Physical Education	-	-	1
CS15:	Freshman Seminar	1	-	1
			TOTALS:	12

Second Semester				
SL14:	American Sign Language II	3	3	4
HC44:	Group Dynamics	3	-	3
EG33:	The Structure of English	3	-	3
PC11:	Introduction to Psychology	3	-	3
	Physical Education	-	-	1
			TOTALS:	12

Third Semester				
SL20:	American Sign Language III	3	3	4
SL24:	Fingerspelling	2	-	2
SL26:	Introduction to Interpreting and Transliterating	3	-	3
BY14:	Principles of Biology	3	3	4
			TOTALS:	13

Fourth Semester				
SL28:	Comparative Linguistics	3	-	3
SL32:	Sign to Voice Interpreting	2	4	3
PC60:	Developmental Psychology	3	-	3
	Math/Science Elective	3-4	-	3-4
			TOTALS:	12-13

Interpreter for the Deaf (341-1)

Semester Schedules for Full-time Students (con't)

Fifth Semester

SL22:	American Sign Language IV	3	3	4
SL34:	Voice to Sign Interpreting	2	4	3
CO11:	Oral Communication	3	-	3
	Humanities Elective	3	-	3
			TOTALS:	13

Sixth Semester

SL43:	Interpreting Seminar/Fieldwork	2	12	5
			TOTALS:	5

TOTAL CREDITS REQUIRED: 69-70

Effective Fall 1994

Interpreter for the Deaf (341-1)

Semester Schedules for Part -time Students

First Semester		Lec.	Lab.	Cr.
SL10:	American Sign Language I	3	3	4
SL23:	Orientation to Deafness	3	-	3
CS15:	Freshman Seminar	1	-	1
			TOTALS:	8

Second Semester				
SL14:	American Sign Language II	3	3	4
EG11:	Standard Freshman Composition	3	-	3
			TOTALS:	7

Third Semester				
SL20:	American Sign Language III	3	3	4
SL26:	Introduction to Interpreting and Transliterating	3	-	3
PC11:	Introduction to Psychology	3	-	3
			TOTALS:	10

Fourth Semester				
SL22:	American Sign Language IV	3	3	4
SL24:	Fingerspelling	2	-	2
EG33:	The Structure of English	3	-	3
			TOTALS:	9

Fifth Semester				
SL28:	Comparative Linguistics	3	-	3
HC44:	Group Dynamics	3	-	3
	Math/Science Elective	3-4	-	3-4
			TOTALS:	9-10

Sixth Semester				
SL32:	Sign to Voice Interpreting	2	4	3
BY14:	Principles of Biology	3	3	4
CO11:	Oral Communication	3	-	3
			TOTALS:	10

Interpreter for the Deaf (341-1)

Semester Schedules for Part-time Students (con't.)

Seventh Semester

SL34:	Voice to Sign Interpreting	2	4	3
PC60:	Developmental Psychology	3	-	3
	Humanities Elective	3	-	3
			TOTALS:	9

Eighth Semester

SL43:	Interpreting Seminar/Fieldwork	2	12	5
			TOTALS:	5

TOTAL CREDITS REQUIRED: 67-68

Effective Fall 1994

APPENDIX E

AMERICAN SIGN LANGUAGE PROGRAM

American Sign Language Studies (341-2)

Semester Schedules for Full-time Students

First Semester		Lec.	Lab.	Cr.
SL10:	American Sign Language I	3	3	4
SL23:	Orientation to Deafness	3	-	3
EG11:	Standard Freshman Composition	3	-	3
	Physical Education	-	-	1
CS15:	Freshman Seminar	1	-	1
			TOTALS:	12

Second Semester				
SL14:	American Sign Language II	3	3	4
EG33:	The Structure of English	3	-	3
PC11:	Introduction to Psychology	3	-	3
HC44:	Group Dynamics	3	-	3
	Physical Education	-	-	1
			TOTALS:	14

Third Semester				
SL20:	American Sign Language III	3	3	4
SL24:	Fingerspelling	2	-	2
	Social Science Elective	3	-	3
BY14:	Principles of Biology	3	3	4
			TOTALS:	13

Fourth Semester				
SL22:	American Sign Language IV	3	3	4
SL28:	Comparative Linguistics	3	-	3
PC63:	Exceptional Child	3	-	3
	Math/Science Elective	3-4	-	3-4
			TOTALS:	13-14

American Sign Language Studies (341-2)

Semester Schedules for Full-time Students (con't.)

First Semester		Lec.	Lab.	Cr.
SL22:	Deaf Community Field Services	2	8	4
SL52:	Contemporary Issues: Deafness	3	-	3
	Humanities Elective	3	-	3
	Unrestricted Elective	3	-	3
			TOTALS:	13

APPENDIX E

AMERICAN SIGN LANGUAGE PROGRAM

American Sign Language Studies (341-2)

Semester Schedules for Part-time Students

First Semester		Lec.	Lab.	Cr.
SL10:	American Sign Language I	3	3	4
SL23:	Orientation to Deafness	3	-	3
CS15:	Freshman Seminar	1	-	1
			TOTALS:	8

Second Semester				
EG11:	Standard Freshman Composition	3	-	3
SL14:	American Sign Language II	3	3	4
			TOTALS:	7

Third Semester				
SL20:	American Sign Language III	3	3	4
SL24:	Fingerspelling	2	-	2
EG33:	The Structure of English	3	-	3
			TOTALS:	9

Fourth Semester				
SL22:	American Sign Language IV	3	3	4
PC11:	Introduction to Psychology	3	-	3
HC44:	Group Dynamics	3	-	3
			TOTALS:	10

Fifth Semester				
SL28:	Comparative Linguistics	3	-	3
BY14:	Principles of Biology	3	3	4
	Social Science Elective	3	-	3
			TOTALS:	10

American Sign Language Studies (341-2)

Semester Schedules for Part-time Students (con't.)

Sixth Semester		**Lec.**	**Lab.**	**Cr.**
PC63:	Exceptional Child	3	-	3
	Human Elective	3	-	3
	Math/Science Elective	3-4	-	3-4
			TOTALS:	9-10
Seventh Semester				
SL50:	Deaf Community Field Services	2	8	4
SL52:	Contemporary Issues: Deafness	3	-	3
	Unrestricted Elective	3	-	3
			TOTALS:	10

TOTAL CREDITS REQUIRED 63-64

Effective Fall 1994

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D#35/apdxe

APPENDIX F

ASL FACULTY INFORMATION SHEET

1. American Sign Language courses and programs are in the Health Careers Department (along with 6 other programs). Darlene Hochman is the Department Head of all Health Careers Programs and the Administrator for these programs. Should you have any questions, concerns or need help, please feel free to call her at 451-4299.

2. Larry Forestal is the full-time instructor of American Sign Language courses. Many students are assigned to him for advisement, but since the programs have grown, other instructors are also advisors. Should you have any questions about course content or the program in general, you can reach him at 451-4299. The term Program Advisor is one devised by the Health Careers Department indicating the instructor teaching in that discipline. It has no official administrative significance at the College.

3. All students expecting to graduate as A.S.L. majors should be enrolled in the Code 341-1 or 341-2. An admissions application is to be completed at the Admissions Office. All SL courses must be completed with a grade of C or better in order for a student to continue.

4. a) The second week of each semester 3 copies of each course outline are to be submitted to the Health Careers Department Head.

   b) No student is to be admitted to your class after the second week. You do not have to accept anyone, even if the student comes in with an admit form. Any questions, please ask me.

   c) Any student who has missed the first 2 weeks of classes, even if he/she is on your roster, should not be admitted to the class.

   d) General attendance Policy: Only one weeks' absence is permitted. Upon the second absence, the grade is dropped a full grade. After the third week's absence, student will receive either an F or W, depending on the situation. (Being late twice counts as an absence.)

   e) Please include (D) in your course outlines and announce this policy in your classes.

5. Faculty Evaluation Forms (by Students) - these are voluntary, and must be requested. A student should collect the completed forms and send them to the Department Head via interoffice mail to be valid. They will be returned to you. These forms are used only during the last class session.

6. Please be aware (and advise students when asked) that to complete either ASL degree, students must attend classes in the evening. Fieldwork placements for either SL43 or SL50 are arranged for by the course instructor who will have contracts sent to each site by the college. Students must be available for fieldwork Monday through Friday during regular working hours.

   Students are supervised, observed and evaluated by the course instructor after having been placed in appropriate programs. Students cannot be employed by the program in which they are participating.

7. VISTA Tapes are stored in the R118 storeroom and A-V equipment is in R125. Please check with Larry Forestal about keys and access to the rooms. If you are in another building, materials must be ordered through the Campus Technical Service in the library. (Again, check with Larry about these procedures). Should you feel the need for your own key, etc., please call Darlene to discuss the situation.

8. During pre-registration periods, should students have questions about the program that you are unable to answer, please advise them to check the catalog and/or see Larry, Darlene or make an appointment with an academic advisor in Ammerman Building. Students with special problems should see Darlene.

9. Please forward a photocopy of your final grade sheets to Darlene Hochman. Students receiving below a C grade will be notified by the Dean that they cannot continue with any ASL course until they have repeated that course.

Prepared by Darlene Hochman

Transfer Opportunities Are Available

Many graduates of both sequences have transferred to four-year colleges and universities that offer baccalaureate programs in related and advanced studies. Some of these institutions include St. Joseph's College, Adelphi University, SUNY/Stony Brook, New York University, Dowling College, C.W. Post University, and Pace University.

What Suffolk's Graduates Are Saying...

"Suffolk's Interpreter for the Deaf program gave me the educational foundation I needed to accomplish my goal—to join the work force. The knowledge I gained has served me well and will continue to do so."

—Regina Dela Rosa

"Being, in the beginning, very naive about sign language and the issues relative to deafness, I found the Deaf Studies/Interpreter Program at SCC to be a comfortable introduction into the 'deaf world.' It offered a sampling of its many aspects. The instructors were not only dedicated to the course but were also readily available and most knowledgeable! I thoroughly enjoyed myself!"

—Karis LaCourte

SUFFOLK COMMUNITY COLLEGE

Ammerman Campus
533 College Road
Selden, NY 11784-2899

For further information contact
Larry Forestal
Program Leader for Sign Language Studies
Riverhead Building, Room 116
TTY (516) 451-[illegible]251
VOICE (516) [illegible]4265

APPENDIX G

C1

Interpreter for the Deaf and
American Sign Language Studies
Suffolk Community College
533 College Road
Selden, NY 11784-2899

A.A.S. Degree in
American Sign Language Studies

A.A.S. Degree in
Interpreter for the Deaf

Suffolk Community College
A Unit of the State University of New York

C2

SUFFOL' COMMUNITY COLLEGE OFFERS ,WO OPTIONS:

The **Interpreter for the Deaf** sequence, which trains students to work as interpreters for deaf and hard-of-hearing people, and the **American Sign Language** sequence, which prepares students to work with the deaf and hard-of-hearing in institutional settings.

INTERPRETER FOR THE DEAF
—A.A.S. Degree

What Is an Interpreter?

An interpreter for the deaf facilitates the conveying of messages between deaf or hard-of-hearing persons and members of the hearing population. This is accomplished through a two-language (ASL and English) approach.

Where Do Interpreters Work?

Interpreters for the deaf work in a variety of settings: schools and universities; social service, government, and law enforcement agencies; churches, hospitals, and courts. Locally, interpreters are usually referred by the New York Society for the Deaf and the Mill Neck Manor Services for the Deaf. Also, interpreters function as educational interpreters for deaf children who are placed in local public schools on Long Island (in both Nassau and Suffolk Counties).

Interpreters can work either full or part time or on a free-lance basis. Full-time interpreters have steady employment and benefits while those who choose to work free-lance and part time are paid on a minimum hourly basis.

Upon completion of the interpreter program, students are prepared for entry-level positions to conduct interpreting assignments.

Suffolk Offers Training

Suffolk Community College offers the only A.A.S. degree in Interpreter for the Deaf or American Sign Language Studies on Long Island.

The degree program in the Interpreter for the Deaf may be completed in two or three years of full-time study.

Training emphasizes gaining fluency and proficiency in American Sign Language (ASL) through contact with members of the deaf community. Students are exposed to a variety of interpreting situations through fieldwork experiences and observations in relation to education, business, extra-curricular activities, community organizations, etc.

Graduates of the program are encouraged to gain additional knowledge and accumulate work experience in order to prepare themselves for future evaluations and certifications.

AMERICAN SIGN LANGUAGE STUDIES
—A.A.S. Degree

What Is American Sign Language?

American Sign Language (ASL) is the primary language used by the American deaf community. A visual/gestural language distinct from English, it incorporates the use of signs, fingerspelling, body language, and facial expressions into its own unique grammar and syntax.

How Does this Sequence Differ from Interpreter for the Deaf?

The American Sign Language sequence trains students in the acquisition of ASL, knowledge and understanding of the deaf culture and community, and today's issues confronting deaf people in America. Its major emphasis is on understanding deaf people and their varied sign systems.

The program is ideal for students interested in working with deaf people in the areas of rehabilitation, special education, linguistics, and social work in preparing for entry-level positions.

COURSE WORK IS COMPREHENSIVE AT SUFFOLK COMMUN ' COLLEGE

Although course requirements vary for the two sequences, students are required to complete *most* of the following courses for graduation:

- American Sign Language I
- American Sign Language II
- American Sign Language III
- American Sign Language IV
- Orientation to Deafness
- Fingerspelling
- Introduction to Principles of Interpreting and Transliterating
- Linguistics of ASL
- Voice to Sign Interpreting
- Sign to Voice Interpreting
- Sign Language Interpreter Seminar and Field Work
- Contemporary Issues in Sign Language and Deafness
- Technical Sign Language
- Deaf Community Field Services

The Henry A. Gilbert Fund

The Henry A. Gilbert Fund for Services for the Deaf provides assistance for a variety of programs, including acquisition by the Huntington Library of books, videotapes, and journals that relate to sign language, interpreting, and deafness. The Fund also provides for lectures and workshops presented by prominent educators and leaders of the deaf community, as well as special services for deaf students enrolled at Suffolk Community College. Funds are also used for continuing in-service courses and professional development for instructors.

APPENDIX H

CURRENT STUDENT QUESTIONNAIRE

Please circle your choices.

1. Gender:

   a. male b) female

2. Your age:

   a) 18-24 b) 25-30 c) 31-39 d) 40+

3. Indicate the curriculum in which you are enrolled:

   a) Interpreter for the Deaf (341-1)

   b) American Sign Language Studies (341-2)

   c) In another program

4. If you answered 3(c), are you taking ASL courses:

   a) As a prerequisite to enter the Interpreter for the Deaf Program
   b) As a prerequisite to enter the ASL Studies Program
   c) For personal interest
   d) To improve communication with a deaf relative, friend, etc.
   e) To satisfy a language requirement for another program/ college

5. Please indicate which of the following courses you are currently (spring, 1993) taking:

   a) SL10 b) SL14 c) SL20 d) SL22 e) SL52

6. Please indicate which of the following courses you are currently (spring, 1993) taking:

   a) SL36 b) SL26 c) SL28 d) SL34

7. Please indicate which of the following courses you are currently (spring, 1993) taking:

   a) SL36 b) SL38 c) SL43 d) SL50 e) SL52

8. Do you attend:

   a) fulltime (12 or more credits)

b) parttime (fewer than 12 credits)

9. Do you attend:

a) day b) evening c) both

10. How would you evaluate your ASL courses?

a) excellent b) good c) adequate d) poor

11. How would you evaluate the instruction in your ASL courses?

a) excellent b) good c) adequate d) poor

Please comment on your response to question #10 and #11. (If additional space is needed, please use the back of this page).

_____

_____

_____

_____

Question #12 is for students registered in the ASL studies and Interpreter for the Deaf program only:

12. Upon graduation, do you plan to:

a) transfer to a four year college
b) find fulltime employment using skills learned in the program
c) find parttime employment using skills learned in the program

13. How would you evaluate your advisement in this program?

a) excellent b) good c) adequate d) poor

Please comment on your response:

If you have taken or presently enrolled in a fieldwork course for ASL studies or Interpreter for the Deaf, please respond to questions #14 and #15.

14. How would you evaluate your fieldwork experience?

a) excellent b) good c) advantage d) poor

15. How would you evaluate your supervision during the fieldwork experience?

a) excellent b) good c) adequate d) poor

Please comment on your response to numbers 14 and 15.

_____

---

16. Have you found the library/media resources to be adequate for program assignments?

a) yes b) no c) does not apply

17. Do you intend to make use of the College Placement Center services to seek employment upon graduation?

a) yes b) no c) does not apply

18. If you are currently employed in a setting using American Sign Language or Interpreter skills, please provide the employer's name and address:

Thank you for your cooperation in completing this questionnaire.

Spring, 1993

D#100-nwp-quest-SL

APPENDIX I

GRADUATE QUESTIONNAIRE

Please circle your choices.

1. Indicate which program you are a graduate of:

   a) Interpreter for the Deaf (341-1)
   b) American Sign Language Studies (341-2)

2. What year did you graduate from Suffolk Community College?

   a) 1988 b) 1989 c) 1990 d) 1991 e) 1992

3. How many years did it take to complete your degree?

   a) 3 years b) 4 years c) 5 years d) 6 years e) more than 6

4. Gender:

   a) male b) female

5. Your age at graduation:

   a) 18-24 b) 25-30 c) 31-39 d) 40+

6. Did you attend:

   a) full time b) part time

7. Did you attend:

   a) day b) evening c) both

8. How would you evaluate the courses in ASL studies or Interpreter for the Deaf?

   a) excellent b) good c) adequate d) poor

9. How would you evaluate the instructor in ASL Studies or Interpreter for the Deaf?

   a) excellent b) good c) adequate d) poor

Please comment on your responses to questions #8 and #9.

10. How would you evaluate your field work experience?

    a) excellent b) good c) adequate d) poor

11. How would you evaluate your field work supervision by the college instructor:

a) excellent b) good c) adequate d) poor

e) does not apply

12. How would evaluate your field work supervision by your field site supervisor?

a) excellent b) good c) adequate d) poor

Please comment on your responses to questions #10 through #12.

---

13. What did you do right after graduation?

a) transferred to a four year college (name:_____)
b) employed full time using ASL Interpreter skills
c) employed full time not using ASL Interpreter skills
d) employed part time using ASL/Interpreter skills

14. If you transferred to a four year college, what are of study did you follow?

a) degree program related to ASL/Interpreter
b) unrelated to ASL/Interpreter (Please specify degree _____).

15. If you are employed using ASL/Interpreter skills, please describe the nature of your employment.

---

16. Please provide the name and address of your employer.

---

17. Have you received certification as:

a) Interpreter (type of certification_____).
b) Teacher of the Deaf
c) Teacher of American Sign Language
d) Other. (Please specify _____)

18. Do you intend to receive certification as:

a) Interpreter (type of certification _____)
b) Teacher of the Deaf
c) Teacher of American Sign Language
d) Other. (Please specify _____).

19. How would you evaluate your advisement in your program?

a) excellent
b) good
c) adequate
d) poor

20. Did you find the library/media resource to have been adequate for program assignments.

a) yes
b) no
c) does not apply

21. Did you use the college placement center to find employment?
a) yes
b) no

Thank you for your cooperation in completing this questionnaire.

JVB:rmc
D#100-nwp-GradQ

APPENDIX J

EMPLOYER QUESTIONNAIRE

PROGRAM: _____

DIRECTOR: _____

ADDRESS: _____

_____

Please provide a brief description of the nature of your program.

_____

_____

_____

1. How many Suffolk Community College American Sign Language/Interpreter for the Deaf graduates have you hired in the past five years?

   _____

2. The people I hired were graduates of Suffolk Community College's:

   a) Interpreter for the Deaf Program
   b) American Sign Language Studies Program
   c) Other _____ (please list)
      _____
   d) do not know

3. Graduates can be rated in terms of attitude and professional behavior as:

   a) excellent b) good c) satisfactory d) poor

4. The sign language skills of the graduates could be described as:

   a) excellent b) good c) satisfactory d) poor

5. The educational preparation of these employees can best be described as:

   a) excellent b) good c) satisfactory d) poor

6. How was initial contact made with this Suffolk Community College graduate?

a) use of college placement office
b) recommendation of college instructor
c) graduate was a field site student
d) response to an open advertisement of a position
e) other _____ (explain)

7. Would you consider hiring future graduates of the American Sign Language Studies/Interpreter for the Deaf program?

a) yes
b) no

8. If you are not a current field work site for American Sign Language Studies or Interpreter for the Deaf student, would you like to be considered for such in the future?

a) yes
b) no

9. Please comment on the need on Long Island for professionally trained individuals to work with the deaf.

_____

_____

_____

_____

10. What level of preparation would be acceptable in this area to meet your standards for employment?

_____

_____

JVB:Rmc
D#100-nwp-EQ

APPENDIX K

FIELDSITE EVALUATION FORM
SL50

COURSE DESCRIPTION

SL50 - Deaf Community Field Services

This course is designed to provide classroom study of field services in the deaf community and off-campus placement in a social service or educational agency. The student will be assigned to observe and participate in field services, keep logs and share related experiences. The student's development as a future worker in the community is stressed.

Agency_____

Site Supervisor_____

Address_____

Phone #_____

Please provide a brief description of the nature of your program.

_____

_____

_____

_____

1. How many Suffolk Community college American Sign Language studies students have you supervised in the past five years (approximate)?

   a) 1-3; b) 4-6; c) more than 6

2. Students can be rated in terms of attitude and professional behavior as:

   a) excellent b) good c) satisfactory d) poor

3. The Sign Language skills of the students could be described as:

   a) excellent b) good c) satisf-ctory d) poor

4. Field site students were involved in the following activities: (Circle all that apply).

a) communicating with a deaf person
b) participating in a program involving deaf people\

c) worked in a classroom setting
d) worked and/or observed an interpreter
e) only observed a program involving services for the deaf
f) other:
_____

5. Support for the field site supervisor by the college instructor was:

a) excellent b) good c) satisfactory d) poor

Please comment:

_____

_____

_____

6. Indicate the nature of the contact with the college instructor during the semester: (circle all that apply).

a) on site observation and evaluation of student
b) consultation with site supervisor
c) telephone contact
d) written evaluation of student activities
e) verification of student attendance requirements

7. Overall, I found that having a student involved in our program to be: (circle one).

a) effective
b) acceptable
c) ineffective
d) not suitable

8. The quality of the American Sign Language Studies Program can best be described as:

a) excellent
b) good
c) satisfactory
d) poor
e) unfamiliar with program

9. This site would like to continue to serve as a field work setting for American Sign Language students.

a) yes
b) no

We welcome your comments on any aspect of this questionnaire.

_____

_____

_____

_____

_____

Thank you for your cooperation in completing this questionnaire.

Spring, 1993

JVB:rmc
nwp-D#100 -FSEF

APPENDIX L
FIELDSITE SUPERVISOR'S EVALUATION FORM
SL43

COURSE DESCRIPTION

SL43 - Sign Language Interpreter Seminar & Fieldwork

This course will provide the student with the opportunity to use interpreting skills in practical applications in various settings in the Deaf community. It will involve classroom study and off-campus fieldwork assignments. Classroom study consists of reading assignments, videotapes, attitudes related to working with deaf persons, dealing with problems of interpreting professional ethics, and the development role of an interpreter in the deaf community.

Agency_____

Site Supervisor_____

Address_____

Phone_____

Please provide a brief description of the nature of your program.

_____

_____

1. How many Suffolk Community College interpreter for the Deaf students have you supervised in the past five years? (approximate)
   a) 1-3 b) 4-6 c) more than 6

2. Students can be rated in terms of attitude and professional behavior.
   a) excellent b) good c) satisfactory d) poor

3. The interpreter skills of the student could be described as:
   a) excellent b) good c) satisfactory d) poor

4. Field site students were involved in the following activities: (circle all that apply).
   a) observing an interpreter
   b) interpreting for an individual using ASL
   c) interpreting for an individual using signed English
   d) interpreting for a group using ASL
   e) interpreting for a group using signed English
   f) required to voice (ASL to spoken English)

5. Support for the field site supervisor by the college instructor was:
   a) excellent b) good c) satisfactory d) poor
   Please comment:

_____

_____

6. Indicate the nature of the contact with the college instructor during the semester. (circle all that apply).
   a) on-site observation and evaluation of student
   b) consultation with site supervisor
   c) telephone contact
   d) written evaluation of student activities
   e) verification of student's attendance requirements

7. Overall, I found that having a student interning as an interpreter in our program to be: (circle one)

   a) effective b) acceptable c) ineffective d) not suitable

8. The quality of the Interpreter for the Deaf Program can best be described as:

   a) excellent b) good c) satisfactory d) poor
   e) unfamiliar with the program

9. This site would like to continue to serve as a fieldwork setting for the interpreter for the deaf students.

   a) yes b) no

We welcome your comments on any aspect of this questionnaire.

_____

_____

10. Qualifications of site supervisor.

_____

_____

Thank you for your cooperation in completing this questionnaire.

Spring, 1994

JVB:rmc
D#100nwp
IDPQ

APPENDIX M

LIBRARY RESOURCES

FILMS (Film Number/Title)

16S55 Spilled Milk

16S56 Gestures #1

16S57 Gestures #2

16S58 Gestures #4

VIDEOTAPES (Videotape Number/Title)

A HANDFUL OF STORIES (Parts 1-9)

V1095	Part 1	My First Summer Job, Trapped; The Eavesdropper,
V1096	Part 2	Spaced out!, Gallaudet Theater on Broadway, Man's Best Friend, Have Interpreter, Will Talk
V1097	Part 3	Laurent Clerc: The Greatest Teacher of All Time
V1098	Part 4	Me or We, Look or Listen; The Case of the Missing Scissors, That Look of Envy, A Little Bit at a Time
V1099	Part 5	The Importance of Bilingual Education of the Deaf, Life with Brian
V1101	Part 6	Applause for Eyes to See, On My Own, The Standing, Our Paths Crossed Again, Caught in a Riot, My ABC book
V1101	Part 7	Deaf Pilots, Experience is a Great Teacher, U.S.S. Thomas Hopkins Gallaudet, Here We Go Again, The Letter I Wrote, but Never Mailed; My Present Aspiration
V1102	Part 8	Lessons Learned from My Elders, Bar Talk
V1135	Part 9	Through an Act of God, Sink or Swim, How I

(missing)	Lied My Way to the Bottom, What I learned about Irish Sign Language, Impossible Dream?, Gallaudet & I
V1103	Wanna See ASL Stories, Vol. 1 - Beginning Level (3/83)
V1104	Wanna See ASL Stories, Vol. 2 - Intermediate Level (3/83)
V1105	A Basic Course in ASL, Part 1 - Lessons 1-5
V1106	A Basic Course in ASL, Part 2 - Lessons 6-10
VH434	A Basic Course in ASL: Three Tapes (5/87)
VH427	The Mystery of the Superintendent's House (5/87)
VH428	An Introduction to American Deaf Culture: Rules of Social Interaction (5/87)
VH429	An Introduction to American Deaf Culture: Values (5/87)
VH440	An Introduction to American Deaf Culture: Group Norms
VH441	An Introduction to American Deaf Culture: Identity
VH442	An Introduction to American Deaf Culture: Language and Traditions
VH430A	Interpreter - Model Series: English to ASL (5/87)
VH430B (5/87)	Interpreter - Model Series: ASL to English
VH431	Conversations (5/87)
VH432	ASL: A Teacher's Resource Text on Grammar and Culture (5/87)
VH433	ASL: A Teacher's Resource Text on Curriculum, Methods and Evaluation (5/87)
VH435	Signs of Drug Use
VH436	Signs of Sexual Behavior

VH437	Debbie Rennie
VH438	Clayton Valli
VH439	Patrick Graybill
VH443	Fables and Fairy Tales, Vol. 1
VH444	Fables and Fairy Tales, Vol. 2
VH445	Fables and Fairy Tales, Vol. 3
VH446	Fables and Fairy Tales, Vol. 4
VH447	Fables and Fairy Tales, Vol. 5
VH448	The Father, the Son, and the Donkey
VH449	Village Stew
VH450	House that Jack Built
VH451	Greedy Cat
VH452	Voice to Sign: Interpretation and Transliteration
VH453	Voice to Sign: Interpretation and Transliteration
VH454	Voice to Sign: Interpretation and Transliteration

PERFORMING ARTS: INTERPRETING/MODELING (Tapes 3A-5A)

VH455	Sign to Voice - Tape 3A
VH456	Sign to Voice - Tape 4A
VH457	Sign to Voice - Tape 4B
VH458	Sign to Voice - Tape 4C
VH459	Sign to Voice - Tape 4D
VH460	Sign to Voice - Tape 4E
VH461	Sign to Voice - Tape 4F
VH462	Sign to Voice - Tape 5A
VH463	Deaf Children: Sign Sampler Tape 58

VH464	Have you Heard About the Deaf?
VH465	World According to Pat: Reflection of Residential School Days
VH466	Deaf Heritage
VH467	Deaf Folklore
VH468	Deaf Literature
VH469	Deaf Minorities
VH470	Stories from the Attic: Magic Potential
SLD004	Language, Signs & Symbols: How Man Communicates

JOURNALS

*American Annals of the Deaf

Journal of Learning Disabilities

*Deaf American

*Journal of Learning Disabilities

*Journal of the American Deafness & Rehabilitation Association

*Journal of Speech & Hearing Research

Journal of Speech & Hearing Disorders

*Perspectives in Education & Deafness

*Sign Language Studies

*Silent News

Perspectives of the Teachers of the Hearing Impaired

*Studies in Second Language Acquisitions

*TBC News

*Teaching English to the Deaf & Second Language Students

*Volta Review

DSH Abstracts

NAD Broadcaster

(*Journals presently paid for by the Gilbert Foundation Fund monies)

FUTURE ADDITIONS

Deaf Life

Life

Deaf USA

DCARA News

Gaullaudet Today

ESAD Newsletter

CG:rmc
D#50-CGRSCR
2/14/94